

The Arizona Early Intervention Program
State Performance Plan/Annual Performance Report (SPP/APR) Improvement Activities

For the APR due February 1, 2013, the Reporting Period is: July 1, 2011 to June 30, 2012

FFY11 SPP/APR Improvement Activities		APR Date	Indicator(s)	Status	Proposed Revision to Improvement Activities/Justification
1.	Evaluate General Supervision policies, procedures, forms and tools, and revise improve efficiency and effectiveness.	June 2012, 2013	1, 2, 8, 9, 10, 11, 14	At the conclusion of the monitoring season, AzEIP staff and AzEIP TAMS reviewed the implementation of the monitoring procedures, forms and tools used for the year. AzEIP's General Supervision Policy, forms and tools were updated to align with new Part C Federal Regulations to be implemented FFY 2012.	
2.	DDD will, with modification appropriate to DDD, implement AzEIP policies and procedures for early intervention services for children, birth to three and their families. Policies, procedures, directives, and other guidelines will comply with IDEA Part C and AzEIP.	July 2010 and ongoing	9	DDD adopted AzEIP policies and procedures, and notified DDD staff via a Policy Alert, and email and posted the link to AzEIP policies and procedures in the DDD online policy manual.	NA
3.	Develop a web-based data system to manage child and family, professional, contractual and general supervision data.	December 2013	1, 2, 3, 4, 5, 6, 8, 10, 11, 14	DES/AzEIP's new data system has an anticipated start date of March 2013 to coincide with the start of AzEIP's new, statewide team-based early intervention contracts.	
4.	Implement data editing and validations processes in order to identify unusual findings in a timely manner, include regular review/monitoring of programs/public agencies' practices in collecting, editing and reporting data.	July 2010 – June 2012	1, 2, 3, 4, 5, 6, 8, 10, 11, 14	DES' Division of Technology Services (DTS) continued to provide valuable support and assistance to DES/AzEIP, including improvements to analysis tools that provide increased efficiency, flexibility, and detailed analysis capabilities.	

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5.	Implement system management and documentation procedures to ensure collection and reporting of accurate and timely data, including data collection, editing, and validation and reporting.	July 2010 - June 2012	3, 5, 6, 14	<p>DES/AzEIP and DES DTS made several improvements to the review tool during FFY 2011, adding additional data elements for review and improving the display of the results to make it more useful for programs. Periodic review of program and public agency child record data continued during FFY 2011 to ensure that data entry was timely and complete.</p> <p>The AzEIP Data Form implemented statewide in late 2010, supported local early intervention programs' collection and reporting of valid and reliable child find data.</p>	Completed. Delete for next year.
6.	Utilize root cause analysis process to identify challenges and barriers to correction of non-compliance and low performance.	July 2010 and ongoing per GS policies	1, 2, 3, 4, 7, 8, 9, 10, 11, 14	Using The Local Contributing Factor tool developed by NECTAC, DAC and WRRRC, AzEIP collaborated with the EIPs demonstrating noncompliance to assist in indentifying root causes of the noncompliance. Utilizing the data gathered from review of records, program internal policies and procedures and interviews with families, providers and administrators, the root causes of noncompliance were categorized and based off the unique challenges/ barriers experienced by each EIP, strategies and action steps were developed to ensure correction.	
7.	Revise and implement the AzEIP Family Survey	July 2011	1, 4	The family survey has been revised with input from Arizona's Parent Training and Information Center, the ICC committees, and other stakeholders. DES/AzEIP is currently in the process of conducting cognitive interviews with early intervention families for final feedback before implementation with its new contractors in March 2013.	Revise timeline to June 2013.
8.	Use survey data to identify	July 2012	1, 4	No update.	Revise timeline to June

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	strengths, limitations and opportunities for improvement.				2013.
9.	Pursue contract sanctions to address persistent low performance and/or noncompliance not corrected within one year.	July 2010 and ongoing per GS policies	1, 2, 8, 9, 10, 11	Contract sanctions, such as increased reporting and bi-weekly status check calls with DES/AzEIP, were implemented with EIPs who did not correct noncompliance within one year.	
A. Establish an adequate number of qualified personnel					
1.	Identify the reasons that early intervention professionals, by discipline and geographic area, decide to remain in or leave the field of early intervention.	January 2012, January 2013	1,	Due to the issuance of a competitive Request for Proposal for new contracts, DES/AzEIP was not able to issue the survey to professionals for this activity. Once the new contracts are in place, the survey will be utilized.	Change APR timeline to August 2014
2.	Enhance and coordinate recruitment and retention with potential partners, such as ADE, First Things First, Therapy Boards and Associations, etc.	Ongoing	1, 2, 8, 10, 11,	DES/AzEIP staff continues to coordinate with First Things First on their loan incentive program for early intervention therapists. DES undertakes recruitment activities to increase needed personnel.	Expand this activity with 3. by adding universities as potential partners.
3.	Partner with the universities to present and/or make available information about functional, participation-based early intervention and service coordination, and employment opportunities to students	July 2010 and ongoing	1		Combine this activity with 2. Remove this activity as a standalone activity.
B. Promote evidence-based early intervention practices, regardless of service delivery model and/or contract structure					
4.	Expand implementation of the team-	Ongoing	1, 2, 3, 4, 6,	Department of Economic Security (DES)	

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based model and participation-based practices.		8, 10, 11,	<p>issued Request for Proposal (RFP) for team-based early intervention services. Contracts awarded as a result of this Request for Proposal will establish the infrastructure to support service coordinators, speech-language pathologists, physical therapists, occupational therapists, developmental special instructionists, social work professionals and psychologists to work as a team in supporting families. The contracts will be administered by the Department's Arizona Early Intervention Program (DES/AzEIP) and serve all families and their children, birth to three years of age, who are eligible for the Division of Developmental Disabilities (DDD), Arizona State Schools for the Deaf and the Blind (ASDB), and AzEIP (a.k.a. AzEIP-only). This direction aligns contracts with evidence-based practice, establishes a uniform contract and rate structure for the Department's most frequently utilized early intervention services, and responds to challenges with ensuring timely services in all areas of the State. Contracts were awarded in November 2012 and will be implemented in March 2013.</p> <p>DES/ AzEIP issued a statewide initiative throughout all technical assistance and training opportunities and monitoring activities to promote the use of and reference to the Early Intervention Mission and Key Principles in practice and when introducing and explaining the purpose of early intervention.</p> <p>DES/AzEIP developed Early Intervention Mission and Key Principle Cards and obtained consent from the Washington State</p>	

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				<p>Department of Early Learning to post their interactive modules on the Early Intervention Mission and Key Principles to the AzEIP website. Both resources are used to educate families, referral sources, members of the community and also serve as reference tools for early intervention professionals.</p> <p>In collaboration with NECTAC and MPRRC, AzEIP is developing a Fidelity Checklist for Team Based Early Intervention Providers to assess whether program practices are in alignment with the model.</p>	
5.	Strengthen Child and Family Assessment practices to ensure that assessment yields meaningful information about family priorities, interests and desired outcomes and child assessment is contextualized by the routines, activities and relationships that are a natural part of the child's life.	December 2012	1, 2, 3, 4, 6, 8, 10, 11,	DES/AzEIP developed a new child and family assessment tool and IFSP to align with the new IDEA, Part C regulations, and better document a family's resources, priorities, and concerns related to their child's development.	
6.	<p>Provide targeted and general technical assistance through regional meetings, on-site and phone meetings with TAMS and/or DES/AzEIP staff, written guidance/clarification and other strategies. Technical assistance will address:</p> <ul style="list-style-type: none"> • Family Rights • Transition • Team-based early intervention • Child and Family Assessment • Service Coordination 	<p>Ongoing and targeted (1)</p> <p>June 2011, and ongoing (2)</p> <p>July 2011-2012 (7)</p> <p>June 2011, 2012 (9, 10)</p>	1, 2, 3, 4, 7, 8, 9, 10, 11, 14	<p>Targeted, individualized technical assistance provided to early intervention programs by DES/ AzEIP staff, TAMS and DDD Liaisons based on corrective actions, program improvement activities and implementation of policies and/or procedures.</p> <p>DES/AzEIP implemented a series of recorded webinar presentations on new and/or revised Federal Regulations, inclusive of highlighting new practice requirements and changes in applicable forms.</p> <p>DES/AzEIP has completed its Family Funding Guide to Early Intervention Services and Family Rights Handbook, and has a series</p>	

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7.	<ul style="list-style-type: none"> Financial Matters, including FCP, Medicaid, private insurance Child Indicators/ Child Indicator Summary Forms Data Collection and Reporting Requirements 	July 2010-June 2012 (14)		<p>of training and technical assistance activities to support the statewide transition to Team Based Early Intervention Services in early 2013.</p> <p>DES/AzEIP developed Early Intervention Mission and Key Principle Cards and obtained consent from the Washington State Department of Early Learning to post their modules on the Early Intervention Mission and Key Principles to the AzEIP website. Both resources are used reference tools for early intervention professionals when introducing and explaining the purpose of early intervention.</p> <p>DES/AzEIP continued its training and technical assistance to improve child outcomes through team-based early intervention services and targeted technical assistance to programs needing improvement in data quality procedures.</p> <p>AzEIP Technical Assistance Specialist and AzEIP TAMS provided technical assistance on development of local procedures for:</p> <ul style="list-style-type: none"> ○ Data collection and reporting requirements ○ Transition with local school districts ○ Tracking timely services, including 45 day timeline and timely provision of all IFSP services. <p>DES/AzEIP revised and implemented a statewide Child Data Form and procedures to ensure all federally required data elements are captured and entered in EIPs respective databases.</p>	
	Develop and implement follow-up			DES/AzEIP and the TAMS prepare a TA plan	

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	strategies to ensure correct and consistent application of the policies and practices that were the subject of the training, and technical assistance.	2012	8, 9, 10, 11, 14	for programs with non-compliance or program improvement needs. That plan includes activities for the program and the TAMS, including regular follow-up communications and document review to ensure appropriate implementation.	
8.	Continued implementation of the AzEIP Standards of Practice for early intervention professionals to support understanding of early intervention, including natural environments and families' rights and procedural safeguards	Ongoing July 2011-2012 (10, 11)	1, 2, 3, 4, 8, 10, 11	Policies and Professionalism trainings were held throughout the State in FFY 2011.	

III. Coordination with Early Childhood Partners and Public Awareness

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1.	Work in collaboration with NICU nurses and discharge planning teams to: (i) ensure appropriate referrals with required documentation to determine eligibility; and (ii) to support families in the NICU with referral, eligibility, and/or initial IFSP development as appropriate.	Ongoing	5, 6	The State met its targets: no explanation about improvement strategies required.	
2.	Develop and maintain collaborative partnerships with agencies and organizations and provide information about the nationally recognized key principles and practices of early intervention, AzEIP successes, and how and when to make a referral. Partners include: <ul style="list-style-type: none"> • Parent organizations 	Ongoing	5, 6	The State met its targets: no explanation about improvement strategies required.	

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	<ul style="list-style-type: none"> • Early Head Start • AZ Department of Education and Schools • AHCCCS • AZ Academy of Pediatrics • Child Care • DES, Division of Children, Youth and Families • First Things First 				
3.	Collect, analyze and utilize public awareness and child find data (e.g., referral source data, child demographics, public awareness materials) to guide efforts.	December 2011, June 2012, 2013	5, 6	The State met its targets: no explanation about improvement strategies required.	
4.	AzEIP and ADE Alert System to allow local Part C and Part B representatives to notify their State contacts of compliance issues, which were not able to be resolved at the local level.	Ongoing	8	<p>The Alert system has provided a systematic method for DES/AzEIP and the ADE 619 Coordinator to provide TA to their programs that have been unable or unwilling to resolve issues (e.g., notification of potentially eligible children, scheduling of transition conference to occur between 2.6 - 2.9 years) with their local partners.</p> <p>The purpose and process for using the Alert system was discussed throughout the year with service coordinators as data indicates the majority of Alerts are sent from the school districts. The Alerts from the schools were primarily related to the service coordinators sending/or not sending PEA Notification/Referrals on or before the child was 2 years and 9 months.</p>	

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